QUESTIONS FOR STUDY

TO ACCOMPANY

"WHAT CHILDREN STUDY AND WHY"

BY

C. B. GILBERT

SILVER, BURDETT & COMPANY

BOSTON NEW YORK CHICAGO

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QUESTIONS FOR STUDY

CHAPTER I

1. What are the two main functions of a course of study? Define and give an illustration of each.

2. Discuss, with illustrations, the need for variation in courses for both large and small communities.

3. What is the difference between unity and uniformity?

4. Discuss the degree of uniformity desirable in your own school system.

5. What unity is desirable in every system?

6. Give your own view of the necessary minimum of uniform requirement in a course of study.

7. What is "correlation of studies"? Illustrate its usefulness in adjusting courses to particular needs. Show how stress may be varied without violating unity.

8. What "results" should be absolutely required?

9. Discuss briefly the making of daily programs for school.

10. What is the meaning of "the teacher's initiative"? Illustrate. Why should it be encouraged?

11. Why should a course not be too easy?

12. Illustrate the use of expression in learning.

13. Would you prefer a suggestive course, stating principles and a minimum of requirement, or a binding course, telling exactly what to do at each point? Why?

CHAPTER II

1. Illustrate the value of the reading art in your own case. Which is worth more to you, reading or arithmetic? Why?

2. What are the aims of the reading lesson (*a*) with very young children? (*b*) with older children?

3. What is an alphabet? How does it differ from picture-writing?

4. What psychological steps are involved in learning to read?

5. What is the higher function of the reading lesson?

6. On what principle should reading matter for children be graded? Mention some prevalent faults in grading.

7. What are the principal elements in good oral reading?

8. Define and illustrate enunciation, pronunciation.

9. How would you correct faulty enunciation? Pronunciation?

CHAPTER III

1. On what should the method of teaching a subject be based? Discuss psychology and logic as bases of method.

2. Explain the principles of (*a*) the alphabetical, (*b*) the word, (*c*) the phonic, (*d*) the sentence, (*e*) the larger unit, methods of teaching beginners to read.

3. Outline the method that you prefer and give your reason for the preference.

4. How would you teach children to read rapidly (silently) and, at the same time, comprehendingly? Discuss "skipping." When is it advantageous? When not?

5. What is reading with appreciation? Illustrate by comparing selections of different kinds. How would you cultivate the art?

6. Name the essentials of effective oral reading.

7. What should be the chief aim of the reading lesson?

CHAPTER IV

1. Give five reasons for the study of language in school.

2. What is the difference between "language" and "grammar" as school subjects? Illustrate.

3. What is the place and the value of each in the curriculum?

4. Name and illustrate three ends to be secured by the language lesson.

CHAPTER V

1. How do children necessarily acquire the art of using language? Illustrate the acquisition and influence of habit in regard to language.

2. What are the teacher's available sources of models of correct speech to present to the children?

3. What is the relation between thought and language?

4. Why should the language exercise stimulate thought?

5. What is a sentence? What is a thought? What light do these definitions throw on the method of teaching language?

6. How should sentences first be presented?

7. What is a paragraph? Why should it be taught early?

8. Illustrate the effect of motor activities in clarifying thought.

9. Why should expression be free rather than dictated?

10. When and how should rules be taught?

11. Give two methods of enlarging the pupil's vocabulary.

12. How can language be taught in the arithmetic class?

CHAPTER VI

1. How do the laws of speech differ from statute laws? Natural laws?

2. What inflections remain in English grammar?

3. How may grammar show national or racial character?

4. What is the relation of grammar to logic?

5. How may grammar be used to develop literary appreciation?

CHAPTER VII

1. Illustrate the abstract nature of technical grammar.

2. When and how should definitions be taught?

3. Discuss the use of the diagram from your own point of view.

4. Why should the study of grammar begin with the sentence?

5. Discuss the methods of teaching subject and predicate.

6. What is a "part of speech"?

7. Illustrate the truth that the study of grammar is a study of the relations of ideas.

8. What sort of material should be used for illustrations and exercises? Why?

CHAPTERS VIII AND IX

1. How important do you regard spelling? Why?

2. Discuss "reformed spelling."

3. Name two principles to be observed in teaching spelling.

4. Give two devices for teaching spelling, taken either from this book or from your own experience.

5. What should a good spelling book contain?

6. Discuss the relation of the amount of time spent to results, in teaching spelling. Give your own experience.

CHAPTER X

1. Discuss the uses of arithmetic.

2. What are the first steps in teaching number?

3. Show by illustration that number exists not in things but in the mind.

4. Why must civilized people have a system of numbers?

5. Illustrate the utilitarian and the cultural ends of teaching arithmetic.

6. What subjects are important for utilitarian purposes? What subjects commonly found in arithmetic are not important for this end?

7. In what two ways may arithmetic serve the general education (culture) of the child?

8. What subjects are most useful to these ends?

CHAPTERS XI AND XII

1. Discuss the "time element" in teaching arithmetic.

2. Discuss "drill."

3. Illustrate the proper variation of method according to the age of pupils.

4. Explain and illustrate the use of the concrete in teaching principles and tables. What are its limitations?

5. What is meant by the "inductive approach"? Illustrate it.

6. Illustrate the use of an equation with x. What is its advantage? In what kind of problems is it useful?

7. What kind of problems generally should be given children? Give illustrations of problems of a good and of a bad sort.

CHAPTER XIII

1. How did history find a place in the common school course of study? What new principle did it establish?

2. What was the character of the earlier school histories?

3. What knowledge of history may reasonably be demanded of a grammar school graduate?

4. Do most of the graduates that you know have this minimum? Why?

5. Why should some general history be taught? What should this include?

6. Name four aims of the teaching of history.

7. How early should the chronological order be emphasized?

8. What is meant by the psychological order?

9. What sort of historical relations can primary children understand? Grammar school children? High school pupils? College students?

CHAPTER XIV

1. Should history be taught as the record of the achievements of great leaders, or of the result of great natural forces? Why? Discuss fully.

2. Illustrate the method of grouping facts about a central person; a central event.

3. Why should history for children be a good story?

4. Why and how can you emphasize the greatness of peace in teaching history? Illustrate.

5. Discuss the place of war in history.

CHAPTER XV

1. Illustrate the composite nature of geography.

2. Give some of the real difficulties met in teaching it from the usual textbook.

3. Give some natural geographic concepts of the children in your school before they have studied geography.

4. Illustrate the place of the imagination in geography.

5. What concepts do you find it most necessary to implant?

6. Illustrate how you make some phase of the subject vital and picturesque.

CHAPTER XVI

1. What is the difference between the earth and the world? About which of these should children be taught in geography?

2. Illustrate the use of types in teaching geography.

3. What is the laboratory method? Show how it may be applied in your school.

4. Illustrate the following of natural interests in this subject.

CHAPTER XVII

1. What kind of facts should be taught in geography? Illustrate the use of a child's apperceptive powers.

2. Name some of the natural geographic interests of children.

3. Compare the usual natural geographic knowledge of country children with that of city children.

4. Name some important aids that may be utilized in school.

5. Name some things that you can do in this direction.

CHAPTERS XVIII AND XIX

1. What do you regard as the chief aims of nature study? What too often has been wrong with it?

2. Why teach the near-by objects? If you can, quote from some author on the significance of nature study.

3. Discuss the "sport" of killing animals as contrasted with study of the living objects.

4. Why study out of doors? What may properly be done in the schoolroom?

5. What is the chief thing to study in any natural object or phenomenon?

6. Where is the place of man in this study?

7. Illustrate the correlation of nature study with literature; art; language.

CHAPTER XX

1. Define physiology; anatomy; hygiene. What is the place of each in an elementary school course?

2. What ought the children to get from the study? Give three reasons why this result is rarely attained.

3. What sort of instruction is most likely to result in health and bodily morality?

4. What should children study of the body?

5. Illustrate the scientific method by reference to some human organ.

6. Give the principles on which the teaching of "scientific temperance" should rest.

7. Show how hygiene may be taught in correlation with other school exercises.

8. What is meant by "sex hygiene"?

9. Why is it urged upon school authorities?

10. What are the chief obstacles to its general introduction into courses of study?

11. Tell what you think might be done. Can you do anything in your school?

CHAPTER XXI

1. Discuss the importance of penmanship at the present day.

2. What should be taught? What not?

3. How should young children begin to write? Why?

4. How does an individual "handwriting" come?

CHAPTER XXII

1. Has ability to read and write always been highly esteemed?

2. Discuss the relative value of the doer and the writer.

3. Is our prevailing course of study out of balance in this matter?

4. Illustrate the value of other arts than reading and writing.

5. Why have all races taught the arts of expression?

6. Compare a child's learning before he goes to school with that in school, and give a reason.

7. Why should motor activities be utilized in teaching?

8. Illustrate some correlations of the motor activities available in your schoolroom.

9. What is the educational value of the drama? How may it be used in school?

CHAPTER XXIII

1. How do we usually distinguish "industrial training" from "manual training" as school exercises?

2. Why are schools to-day urged to teach trades? Give the leading arguments.

3. Discuss the age at which children properly may make final choice of a life work. What has this to do with the subject of teaching trades?

4. What is the possible effect upon democracy of the overemphasis of trade teaching in common schools? Discuss fully.

5. In your community are children in considerable numbers suffering from the lack of such training in the schools?

6. Would its introduction increase or diminish the number of misfits in life?

7. What are continuation schools? Part-time industrial schools?

8. What is the place of industrial training in our common-school system?

9. Give arguments for and against teaching technical agriculture in rural schools.

10. Give your own views as to how and where it should be taught.

CHAPTER XXIV

1. Give the ethical reasons for teaching the fine arts in school.

2. Discuss the functions of the fine arts in education.

3. Discuss the difference between the teaching of music in school and in studios.

4. What is the chief function of music in education?

5. Why begin with rote songs?

6. What is the place of technical instruction in the subject?

CHAPTER XXV

1. What are the purposes of teaching the plastic and graphic arts?
2. Discuss the place and the abuse of copying.
3. In what sense is drawing a language?
4. Why begin with pictures?
5. What use should be made of the pictures?
6. Discuss the value of modeling; of color.

CHAPTER XXVI

1. Discuss the development of taste in the fine arts through school agencies.
2. How may "canned music" be used in education?
3. What kind of music should children sing?
4. What kind of pictures should be presented?
5. How would you develop taste in children?
6. What agencies are available in your school or community?

CHAPTER XXVII

1. What is the psychological ground for the correlation of studies?
2. Show that knowledge is always, and necessarily, a knowledge of relation.
3. Show that knowledge is always affected by the knowing mind. Illustrate.
4. Show that no school topic is complete in itself. Illustrate by reference to three topics.
5. How may correlation alleviate the overcrowding of the curriculum?
6. What is the proper center for a correlated course of study?
7. Discuss "content and form" in some selected subject for study.

CHAPTER XXVIII

1. Show the waste in a repetition of topics in succeeding grades. Illustrate by geography and arithmetic.
2. What is the function of "book learning" in education?

CHAPTER XXIX

1. Why is moral training in schools especially important at the present time?
2. Discuss the distinction between morals and morality.
3. What are the essentials of morality?
4. What is possible of accomplishment in moral training?
5. Discuss the need and the dangers of prohibitions.
6. What takes place in the mind when a moral act is committed?
7. Discuss the place of authority in moral training.
8. Why should the feelings be cultivated?
9. Discuss the influence of environment in the development of character.
10. Discuss the "great exceptions."
11. What can the school do to develop character?
12. Discuss the influence of the teacher's character.
13. What is "moral atmosphere"? What is its source in school? Illustrate.
14. Why is coöperation preferable to solitude?
15. What is the place of obedience in the development of character?
16. Discuss the value of the conventional "school virtues."
17. How may the pupils contribute to the moral well-being of the school?
18. How much may instruction do in training the moral nature?
19. Discuss the possibility of general courses in morals.
20. How may discussion of moral issues be made useful?

21. What school agencies are available for moral training? Which can you use to the best advantage?

22. What kind of historical models are best? Why?

23. What can be done in city schools? In rural schools?

24. What can you do in your school to further good conduct and to develop good character in your pupils?

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